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mind of the reviewer this is a useful device among other devices, but is in danger of being over-worked, or magnified out of its real importance. The earlier pages of the *Primer*, also, do not quite bear out the author's own theory of the value of *thinking*. Some of the lessons seem too trivial. But they are interspersed with so much that is excellently presented that it seems hardly fair to be too critical on these points. The *Primer* is good, beyond the average, and the *First Reader* merits a place in every school. The *Manual* should certainly be of great assistance to the young teacher.

The Wide Awake Third Reader. By CLARA MURRAY. Boston: Little, Brown & Co. Pp. 224. \$0.40.

This is not a story-book, but consists in part of sketches of foreign peoples and their customs as seen through the daily doings of foreign children. These include children of Holland, Armenia, Greenland, Japan, Switzerland, and Brazil. This work is excellently done, and the book would be a valuable adjunct to the supplementary reading stock of every school for this alone. Its merits do not end here, however, for there are some delightful animal, bird, and plant studies, some good poems, and the charming "Christmas Monks" of Mary E. Wilkins. Altogether it presents varied and interesting matter for children of about the third or fourth school year.

Fairy Tales, Vol. II. Compiled and Edited by MARION FLORENCE LANSING, M.A. Illustrated by CHARLES COPELAND. Ginn & Co. Pp. 180. \$0.40.

This is the second volume in a series of which two other volumes were reviewed in the December number of the *Elementary School Teacher*. The compiler states that the division of the tales into two volumes does not indicate that they are intended for children of different ages. The stories are taken about equally from Perrault, Andersen, and Grimm. She also calls attention to the discrimination of fairy tales from stories of heroic deeds which are supposed to have been carried down from some actual events in time and place. Tales of the latter class are to appear in a succeeding volume under the name, *Tales of Old England*. Like its predecessors this second volume of *Fairy Tales* is a convenient little book of well-chosen and well-told tales and is eminently suitable for school reading.

The Tortoise and the Geese and Other Fables of Bidpai. Retold by MAUDE BARROWS DUTTON. Boston: Houghton, Mifflin & Co. Pp. 125. \$1.00.

These fables are handed down to the modern world from the obscurest of origins, from the early literature of the Orient. Tradition ascribes their authorship to one Bidpai, of India, who wrote them at the command of the king, and delivered them as a treasure into the keeping of his ruler. La Fontaine incorporated some of them into his fables. To represent the aim of this collection we quote from the compiler: "In this selection from the fables of Bidpai only a scant portion of his wisdom and his humor is offered, but it is sincerely hoped that herein lies sufficient to awaken in our children a love for this Indian sage that shall increase with the years until the name of Bidpai be ranked in their affections with *Æsop*."

Wherever the fable is wanted as reading material in the school, this collection will be a desirable one.

BERTHA PAYNE

Laboratory Lessons in Physical Geography. By L. L. EVERLY, R. E. BLOUNT, AND C. L. WALTON. New York: American Book Co., 1908. Pp. 246. \$0.56.

The manual is intended to furnish sufficient exercises for a full year's work but is so written "that some may be omitted by classes that have not time enough for all, without detriment to those remaining." The authors have sought "to arrange some exercises that shall suggest better methods to many teachers, and save time for those who are too busy to work out the details of plans they may have had in mind." The reviewer believes that they have been very successful. The manual contains eight exercises on "Mathematical Geography," nine on "Materials of the Earth's Crust," thirty-one on "Drainage and Land Forms," thirty-two on "The Atmosphere," and ten on "The Ocean." It seems that many more type forms could profitably be added to the map exercises on land forms, while some of the exercises on materials of the earth's crust and the atmosphere might just as profitably be done by the teacher. If the exercises that the instructor selects from the manual are well done they should aid greatly in giving the student a clear concept of the subject. The manual should be adapted and not adopted. It seems to have been prepared with this in view.

GEO. J. MILLER

THE UNIVERSITY HIGH SCHOOL

First Year in United States History. Books I and II. By MELVIN HIX. New York: Hinds, Noble & Eldredge, 1908. \$0.40 each.

These little books are admirably adapted to the pupils for whom they are written—"the American school children who leave school by or before the end of the sixth year of school." To awaken and sustain a love for history in early adolescence, the author has avoided the "epitome" pitfall and has treated a few topics fully, securing vigor and vitality through a choice of incidents with action, anecdotes, and interesting details. His treatment is biographical when possible; his style is clear and simple, yet vigorous.

Although the occasional page of important events, with their dates, may be made to serve some purpose, it is doubtful whether the completing of each period by faithful inserting of the less important facts of history (as, for instance, the settlement of New Jersey) is really necessary for immature readers. The books, however, answer a demand created by our modern courses of study.

JESSIE E. BLACK